**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: CC-25 Measurement Data**  **The Envision Lesson: 18-2** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| -Labeling their graphs  -Finding an appropriate unit of measurement based on the date  -Steps written on the board with specific instructions ie: Draw graph, label, find appropriate unit to measure  -Review appropriate unit of measurement and write them on the board for them to choose from  -Appropriately scan the room to check for understanding as the lesson is going | Bar Graph  Picture Graph  Axis  Interval  Scale  Double-bar Graph |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| *Teacher will display on the document camera a graph with no title or labels. Students need to guess what the graph is showing them. Have them share with a partner all of their ideas. One at a time the teacher will add information to the graph ie: units of measurement, what is being measured, the y-axis, x-axis. Then allow students to narrow down their guessing to see if they can get closer. Finally put the title of the graph up last. This will show the students the steps to making a graph and how all of the components of a graph are necessary.*  \*A great website to use for this is [www.scottwear.com](http://www.scottwear.com) (this has fun graphs that revolve around Disneyland Park attendance, popular rides, etc. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary?   Display a simple bar graph and picture graph and while explaining have the students draw and label them in their math journals to use as a reference during the lesson.   1. How will you provide multiple opportunities for vocabulary to be used in context?   In choral responses, partner responses, and written responses. Every time the students discuss graphing they need to be encouraged to use appropriate math language. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  *Posted around the room will be posters asking the students for specific data ie: favorite sport, food, how they get to school, birthday month, etc. Students will receive sticky notes to place their answers on each poster. Once the data is collected the teacher will choose one of the posters to use as an example. The teacher will show and explicitly teach how to turn the data into a bar graph and a picture graph. Making sure to emphasis labeling, units of measurement, and how to use appropriate scales and intervals.* | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  *Once the teacher has finished explaining he/she will need to divide the students into groups of 4. Each group will then get to choose a poster to turn into a bar graph and picture graph. Provide a large poster or piece of paper for them to draw both graphs. Emphasis the use of making a fun colorful graph using all of the appropriate graphing components.* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Now, students will take the graphs that they have made and turn them into a story problem. Groups of students will work together to come up with an appropriate story problem that uses the information that they used. When finished have them switch with another group and solve the problems. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Assign the independent practice worksheets from Envision 18-2 | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*Have the students draw their own graphs without labeling. Collect them at the back table. Have students come and pick a graph to finish. Once they are finished have them meet back with the student who initially drew the graph to compare the initial idea to what was actually drawn. | |
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| **HOMEWORK** | |
| Assign the Practice Master and Enrichment 18-2 from the Envision book. | |